Having a well-developed lesson plan can make all the difference in the success of your tutorial, discussion section, or lab. Follow the steps below to ensure that students are learning what you intend.

**Step 1: Determine your learning outcome**
- What do you want students to learn by the end of your teaching session? Here is an example:

  *By the end of the tutorial, students will correctly identify elements of an ethnocentric statement and recognize the value of taking a cultural relativistic approach, as demonstrated through in-class discussion, activities, and reflective writing.*

As you can see from the learning outcome example above, writing a succinct and complete learning outcome provides you with a clear idea of what needs to be accomplished during your tutorial (or discussion or lab) time. Next you plan the complete session.

**Step 2: One of the best lesson planning formats available is referred to as BOPPPS.** It stands for Bridge, Outcomes, Pre-assessment, Participatory learning, Post-assessment, and Summary, and represents all of the necessary components for a lesson and suggests the order in which they should appear.

*Bridge* – students arrive in your tutorial with many other thoughts on their minds. It is important to help students situate themselves in your classroom so that they can begin learning. A Bridge helps gain students’ attention, build motivation to learn, and can take many different forms but should always be related to the lesson topic. Some examples include an image or cartoon, video clip, music, questions, a story, or some quiet reflective thinking time so that students’ can focus on the topic and gather their thoughts.

*Outcome* – after the Bridge, share the learning outcome with students. This lets students know exactly what they will be achieving during the lab, tutorial, or discussion time.

*Pre-assessment* – before embarking on the lesson, you want to find out what students already know. Sometimes the Bridge and Pre-assessment can be combined, meaning you can ask students at the very beginning what they know about the topic. When doing this, it is best to ask students to do what is called Think-Pair-Share; ask them to think for one minute about the question and write some ideas down if they want, then pair up with another person and discuss the question for about two or three minutes, then you bring the whole class together and ask pairs to share with the larger group what they discussed. This type of activity helps learners recall prior knowledge, gain confidence in what they know about the topic, and gives you an understanding of the baseline of knowledge in the classroom so that you can ensure that you aim the lesson at the appropriate level but also informs you as to who has advanced knowledge.
of the topic and can potentially call on during the lesson. Other pre-assessment ideas include having a short quiz, survey, iclicker polling, or other diagnostic activity.

**Participatory learning** – most tutorials, labs, or discussion sessions have student participation built in. Despite having plans for students to participate, this does not always occur. It is important that students are participating because that is how learning is best achieved. So how do you best plan? Keeping your learning outcome in mind, ensure that you have well-structured activities and back-up activities if needed. If students were required to do a reading before class, then set the standard in the very first class by stating that students will be required to write a short quiz at the beginning about the reading, or that they will have to answer questions in small groups and hand in a report, or some other activity that firmly relays the message that students have to participate before and during class. Some activities you can plan include: Think-Pair-Share, games where students compete against each other, small group work like a jigsaw activity (look this up) or completing a set of questions, problems to work through, and case studies.

**Post-assessment** – before you dismiss the class, you want to make sure that your learning outcome was achieved. Plan on having students reflect on what they learned in class or give them a short quiz. The important thing is to find out if everyone achieved the learning outcome. Sometimes instructors will ask the whole class but only hear from one or two students, which does not represent everyone. Post-assessments are also known as Classroom Assessment Techniques (CATs). There are many ways to assess whether learning occurred. Some examples include: one minute paper, the muddiest point, lists, questions students still have about the topic, and application cards. Try to think of different ways that you can assess student learning at the end of the lesson.

**Summary** – it is important to summarize what students learned at the end and connect that learning to what is coming next. By summarizing, students get a sense of accomplishment and reinforce the key points of the lesson.

The BOPPPS model provides a structure to plan each lesson. You can use this model for any length of lesson or build several BOPPPS into a longer session.

Useful resource: Queen’s infographic about BOPPPS
http://www.queensu.ca/teachingandlearning/modules/active/18_boppps_model_for_lesson_planning.html